



Exploring Treatment Matching and Service Delivery Issues in Offender Reentry

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Presentation**

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Correctional Population Growth

- Established in mid 2004: Product of national SVORI
- WV has one of the smallest but fastest growing inmate populations in the country – 6.8% annual growth rate, 2000 to 2006*
- More prisoners than ever before are being released from the state prisons.
 - Record number of prisoners released from state prisons in 2005.
 - 2000-2005, number of prisoners released increased by 68.8%.**
- Parole violator returns increased by 133.3% between 2002 and 2007, with an average annual rate of growth of approximately 20.8%

* Harrison and Beck (2008), *Prisoners in 2006*.

**Lester and Haas (2006), *Correctional population forecast: 2005 update*.



WVORI Phases

■ Institutional phase:

- Consistency in initial diagnostic and classification
- Standardized reentry program forms and procedures
- Delivery of institutional programming based on needs

■ Transitional phase (6 months prior to release):

- Increased case manager-parole officer-inmate collaboration
- Pre-release services (reentry/aftercare plans, parole orientation course, securing documents, link to community services)

■ Community reintegration phase:

- Maintaining stability, building community contacts, increasing autonomy, and monitoring



WVORI Key Components

- Prescriptive Case Management System (PCMS)
 - Ensure the continuity of services and programming
 - Encourage consistency in assessment and case plans
 - Standardized forms/procedures for delivery transitional services

- Level of Service Inventory-Revised (LSI-R)
 - Intake, 6-months prior to release, first six months on parole
 - Prescriptive case plans based on need



West Virginia Offender Reentry Initiative (WVORI)

- Guided by the “what works” literature – Evidence-Based Practices (EBP) and Principles of Effective Intervention.
 - Use of the LSI-R, a risk/assessment instrument, to aide case planning
 - Leveraging of community resources for proper brokerage and advocacy
 - Selection of evidence-based programs (cognitive-behavioral)
 - Extensive staff training – PCMS, LSI-R, EBP, foster beliefs supportive of rehabilitation and relationship styles
 - Use of core correctional practice



Evaluation Overview

- Used multiple data sources
- Consisted of 4 separate studies, over a three-year period
- Resulted in final report: *Preparing Prisoners for Returning Home: A Process Evaluation of West Virginia's Offender Reentry Initiative*
- First two studies: Correctional staff surveys (pre-post)
- Third study: Prisoner survey (soon-to-be-released)
- Fourth study: Official data and prison records (IMIS)



Evaluation Overview: Data Sources

■ Correctional Staff Surveys

- ☐ Case managers, counselors, and parole officers
- ☐ Pre and post attitudes and training
- ☐ Support for reentry, PCMS, and the LSI-R
- ☐ Application of the LSI-R in case planning

■ Survey of Prisoners (90-days expected release)

- ☐ Delivery of transitional services
- ☐ Use of core correctional practices in service/program delivery
- ☐ Expectations prior to release and preparedness for release

■ DOC Inmate Management Information System (IMIS)

- ☐ Use of LSI-R and treatment/program matching
- ☐ Delivery of institutional programming

Process Evaluation Goal

- To systematically evaluate WV's Offender Reentry Program in terms of both coverage and delivery.^{*}
 - **Coverage:** The extent to which the program is reaching its intended target population
 - **Delivery:** The degree of congruence between the reentry plan and actual service delivery.

^{*}Rossi and Freeman (2003) Evaluation: A Systematic Approach



Principles of Effective Correctional Intervention

- Eight principles of effective correctional intervention served as a framework for the evaluation:
 - Organizational Culture
 - Program Implementation/Maintenance
 - Management/Staff Characteristics
 - Client Risk/Need Practices
 - Program Characteristics
 - Core Correctional Practice
 - Inter-Agency Communication
 - Evaluation

Why study process in offender reentry?

- Relates to “black-box” issue of offender treatment and programs*
 - Not enough to say whether a particular program worked or not – instead need to focus on what was actually done, and whether it is “supposed to work” based on known principles, theory, and/or evidence.
 - Recidivism and impact studies often contain an insufficient description of the program/intervention
 - Inappropriate or appropriate treatments applied?
 - Adherence to known principles associated with effectiveness?
 - Evidence of fidelity in model and services actually delivered?
- Complicates efforts to make sense of the offender treatment literature (e.g., Wilson and Davis, Greenlight Program)

* Gendreau and Ross (1979) Effective correctional treatment: Bibliotherapy for cynics.



The Importance of Program Fidelity

“If a program has been unable to adhere to the salient principles [of effective correctional intervention] in a substantive meaningful way, the expectation of observing a significant decrease in re-offending is predictably diminished.”

- Rhine, Mawhorr, and Parks (2006), *Criminology and Public Policy*



Summary of Research: Possible Factors Influencing Service Delivery

- Attitudes do influence support – low reentry support for 1/3 of staff.
 - Large number of staff with punitive attitudes, not human service oriented or supportive of concept of rehabilitation
- Link between staff attitudes, reentry support, and use of LSI-R
 - Human service orientation up; punitiveness down → Reentry support up
 - LSI-R support linked to its use in reentry case planning, particularly for case managers

Summary of Research: Possible Factors Influencing Service Delivery

- Core correctional practices not being adhered to
 - High level of prison structure, poor quality in staff-inmate interpersonal relationships
 - Control and shaming practices
 - Role-playing/rehearsal techniques common
 - Poor modeling; little advocacy and brokerage
 - Little help in developing workable reentry plan
 - Did not view problems realistically
- As inmate perception of proper service delivery increased, so did the belief that they were prepared for release.
 - Adherence to CCP may better prepare for release
 - Greater attention on staff characteristics and specific techniques utilized in deliver of reentry services

Preparing Prisoners for Release, Study 4

Goal: Examine official records to ascertain the number and types of institutional programs provided and issue of treatment matching.

- Matching of offender needs to services → principle component of effective correctional interventions.
 - Need principle:
 - Match offenders to programs that address crime producing needs (dynamic risk factors that when changed, will change, the probability of recidivism)
 - Prioritize treatment to highest scoring criminogenic needs
- Mean effect sizes higher (reductions in recidivism) for programs that appropriately address the need principle*

* Dowden (1998) A meta-analytic examination of the risk, need, and responsivity principles and their importance within the rehabilitation debate.
Andrews and Dowden (1999) A meta-analytic investigation into effective correctional intervention for female offenders.



Data Source

- Sample of inmates used in survey of soon-to-be-released prisoners (N = 496), fall 2006
- WVDOC Inmate Management Information System (IMIS)
 - Extracted data for sample of prisoners
 - Population-survey sample match, DOC number
- Programs placed into groups/categories to reflect basic content of the program (e.g., adult basic education, cognitive skills, and so forth)

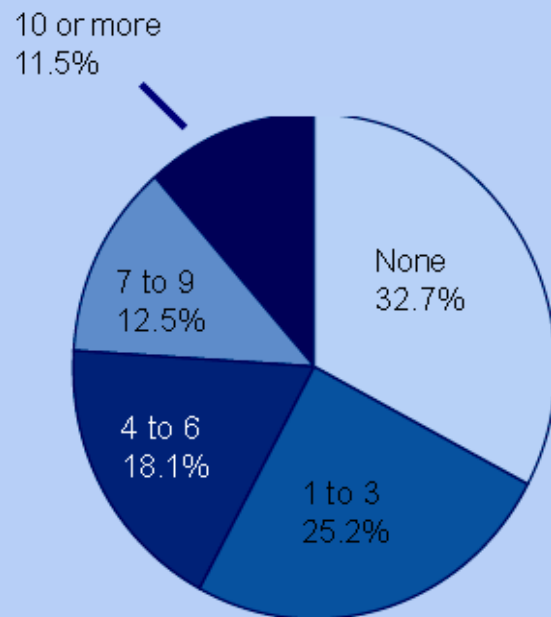


Analysis and Measurement

- Univariate and bivariate analysis
 - Institutional programs provided
 - Measure:
 - Inmates enrolled, not necessarily completed
 - Enrolled on or before survey administration date
- Results provide comparison:
 - Total sample of inmates (N = 496)
 - Inmates actually released (N = 189)
- Treatment matching
 - Initial LSI-R assessments and program enrollment
 - Post-prison community contact, using survey of prisoner information
 - Set up so they could receive them prior to release

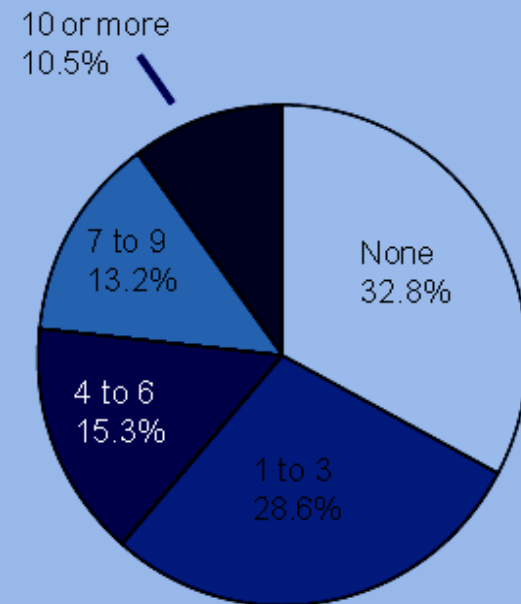
Program Delivery to Total Sample and Released Inmates

Graph 1. Number of programs provided to total sample of inmates (N = 496)



Note: Mean = 3.87; SD = 4.24

Graph 2. Number of programs provided to released inmates (N = 189)



Note: Mean = 3.68; SD = 4.14

Table 3. Institutional programs provided to the total sample and released inmates

Institutional Programs	Total Sample (N = 496)		Released Inmates (N = 189)	
	n	%	n	%
<i>Education and Training</i>				
Vocational Training				
No	371	74.8	146	77.2
Yes	125	25.2	43	22.8
Computer Training				
No	457	92.1	174	92.1
Yes	39	7.9	15	7.9
Adult Basic Education				
No	434	87.5	167	88.4
Yes	62	12.5	22	11.6
Higher Education				
No	490	98.8	189	100.0
Yes	6	1.2	0	0.0
Health Education				
No	443	89.3	173	91.5
Yes	53	10.7	16	8.5
<i>Special Offender Programs</i>				
Domestic Violence Prevention				
No	464	93.5	178	94.2
Yes	32	6.5	11	5.8
Sex Offender Treatment				
No	469	94.6	179	94.7
Yes	27	5.4	10	5.3
Substance Abuse Treatment				
No	247	49.8	93	49.2
Yes	249	50.2	96	50.8
<i>Cognitive and Skill-based Treatments</i>				
Cognitive Skills				
No	405	81.7	156	82.5
Yes	91	18.3	33	17.5
Coping Skills				
No	481	97.0	186	98.4
Yes	15	3.0	3	1.6
Social Skills				
No	411	82.9	160	84.7
Yes	85	17.1	29	15.3
Life Skills				
No	438	88.3	174	92.1
Yes	58	11.7	15	7.9
Crime Victim Awareness				
No	358	72.2	137	72.5
Yes	138	27.8	52	27.5

Note: Inmates may have received multiple programs in each institutional program category above. As a result, "yes" percentages represent the proportion of inmates that received at least one program in each category.

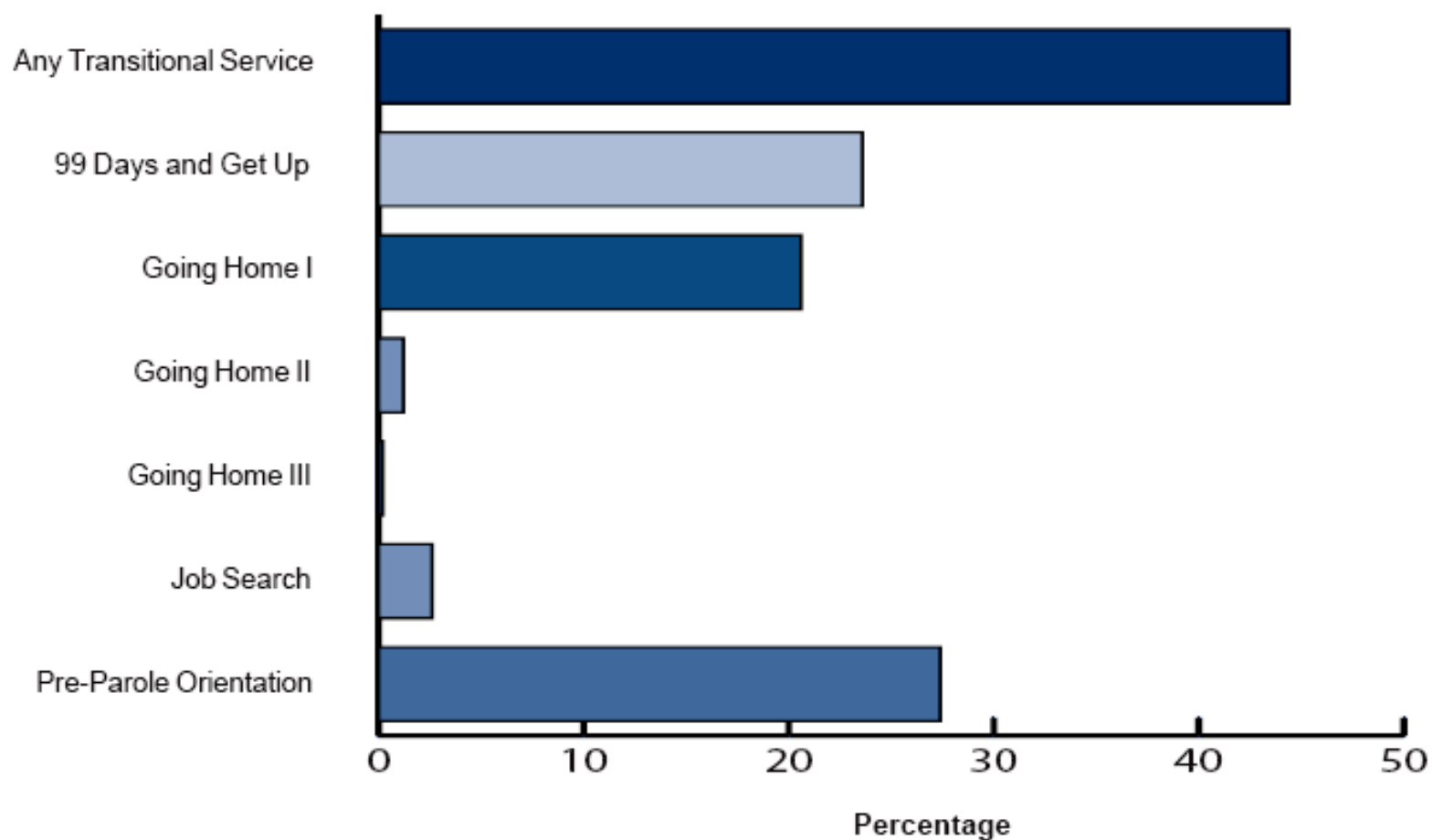
Delivery of Skill-Based Programming

Table 4. Number and percentage of prisoners provided various types of skill-based programming (N = 496)

Institutional Program	n	%
<i>Cognitive Skills</i>		
Cognitive Skills I: Thinking for a Change	84	16.9
Cognitive Skills II: Criminality	9	1.8
Cognitive Skills III: Maintenance	11	2.2
Critical Thinking	6	1.2
<i>Coping Skills</i>		
Assertiveness Training	6	1.2
Grief and Loss for the Female Offender	1	0.2
Incarceration Grief and Loss	10	2.0
<i>Social Skills</i>		
Cultural Diversity	4	0.8
Empathy and Social Responsibility	9	1.8
Social Skills	6	1.2
Anger Management	74	14.9
Emotion Management	7	1.4
<i>Life Skills</i>		
Quality of Life	1	0.2
Relationships	9	1.8
Relaxation	2	0.4
Parenting	49	9.9

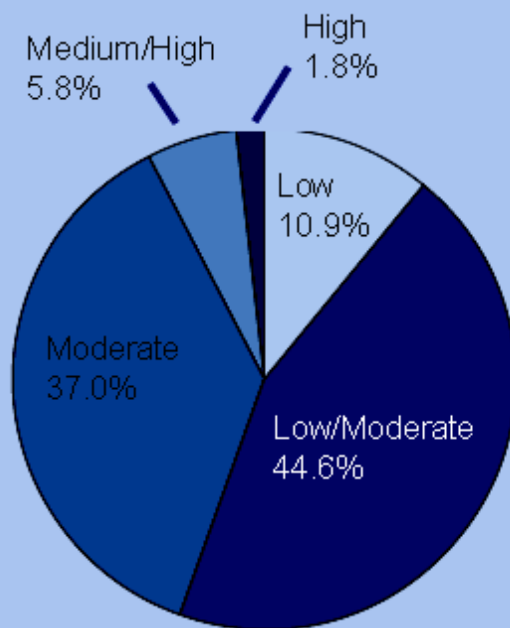
Note: The number of inmates receiving each program does not add to values displayed in Table 3 because a single offender may have received multiple programs in each category.

Graph 5. Percentage of prisoners receiving transitional services (N = 496)

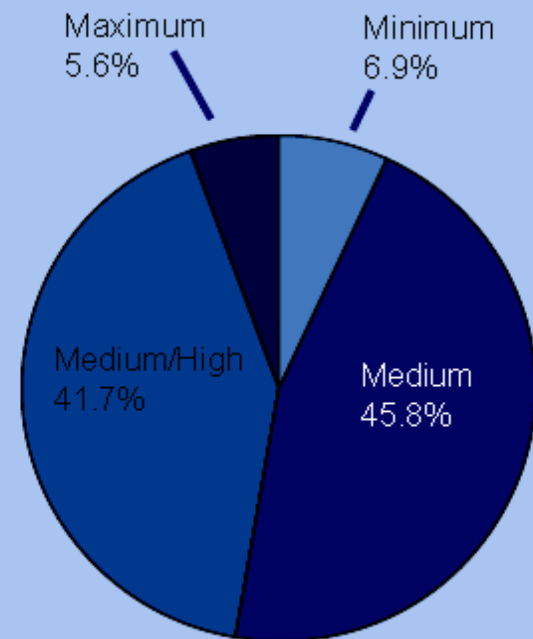


Distribution of LSI-R Scores by Gender

Graph 6. Distribution of total LSI-R scores for male and female inmates (N = 348)



Male Inmates



Female Inmates

Note: Male inmates (N = 276); Female inmates (N = 72). Categories based on author's guidelines for classifying incarcerated offenders' risk/need level based on raw scores (see Andrews and Bonta, 1995).

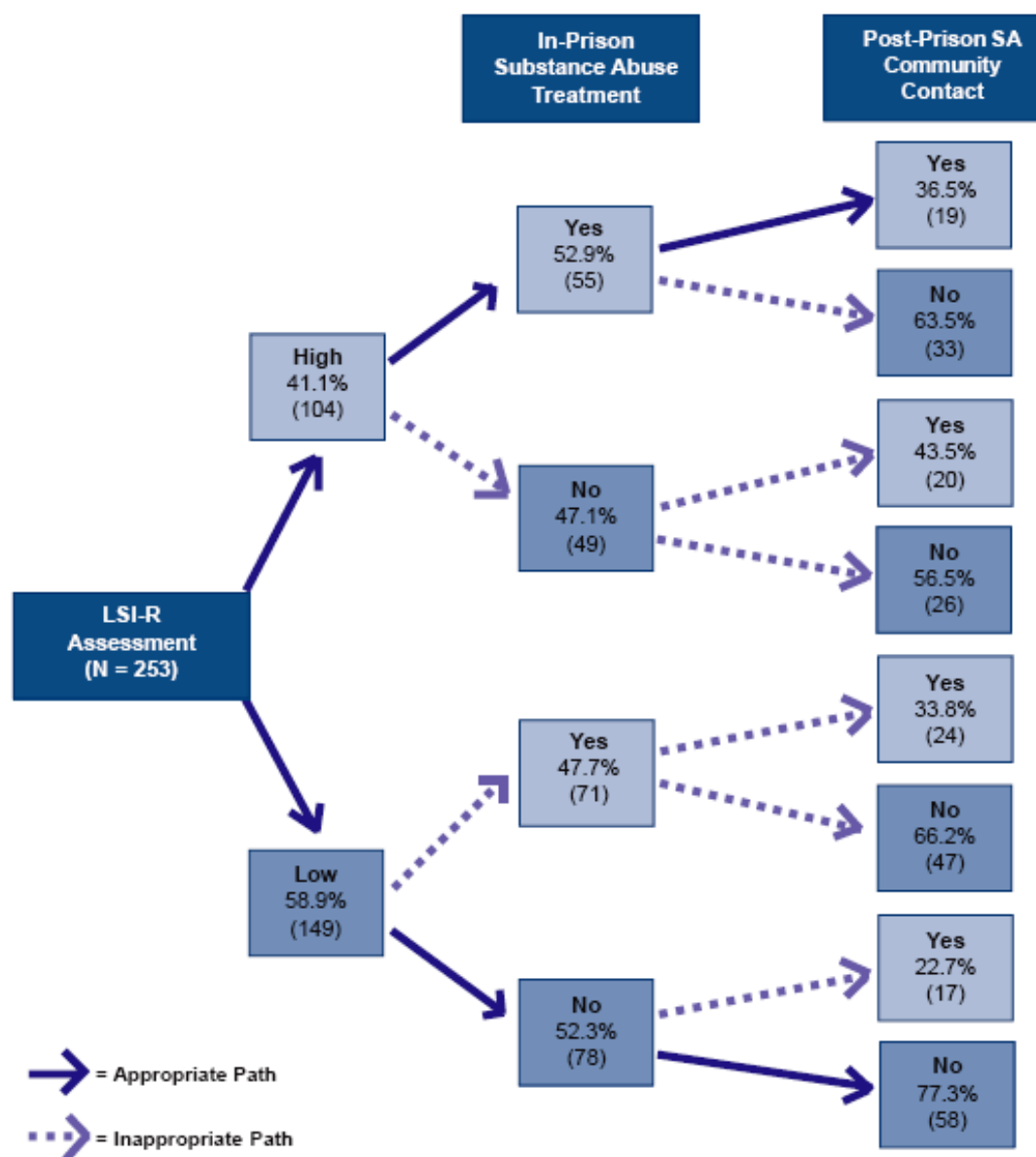
Distribution of LSI-R Domain Scores by Gender

Table 5. Descriptive statistics for LSI-R total score and subcomponents by gender

LSI-R Domain	Maximum Score	Total (N = 348)		Male Inmates (N = 276)		Female Inmates (N = 72)	
		M	SD	M	SD	M	SD
Criminal History	10	4.88	2.04	4.77	2.06	5.28	1.92
Education/Employment	10	4.98	2.55	5.08	2.51	4.60	2.66
Financial	2	.80	.76	.81	.76	.78	.75
Family/Marital	4	1.48	1.26	1.43	1.29	1.68	1.10
Accommodation	3	.52	.79	.52	.80	.53	.77
Leisure/Recreation	2	1.26	.84	1.23	.84	1.39	.81
Companions	5	2.88	1.30	2.87	1.31	2.89	1.26
Alcohol/Drug Problems	9	3.95	2.46	3.98	2.46	3.81	2.45
Emotional/Personal	5	.95	1.22	.96	1.20	.94	1.32
Attitude/Orientation	4	1.23	1.35	1.24	1.38	1.21	1.24
Total LSI-R Score	54	22.93	7.40	22.88	7.40	23.10	7.46

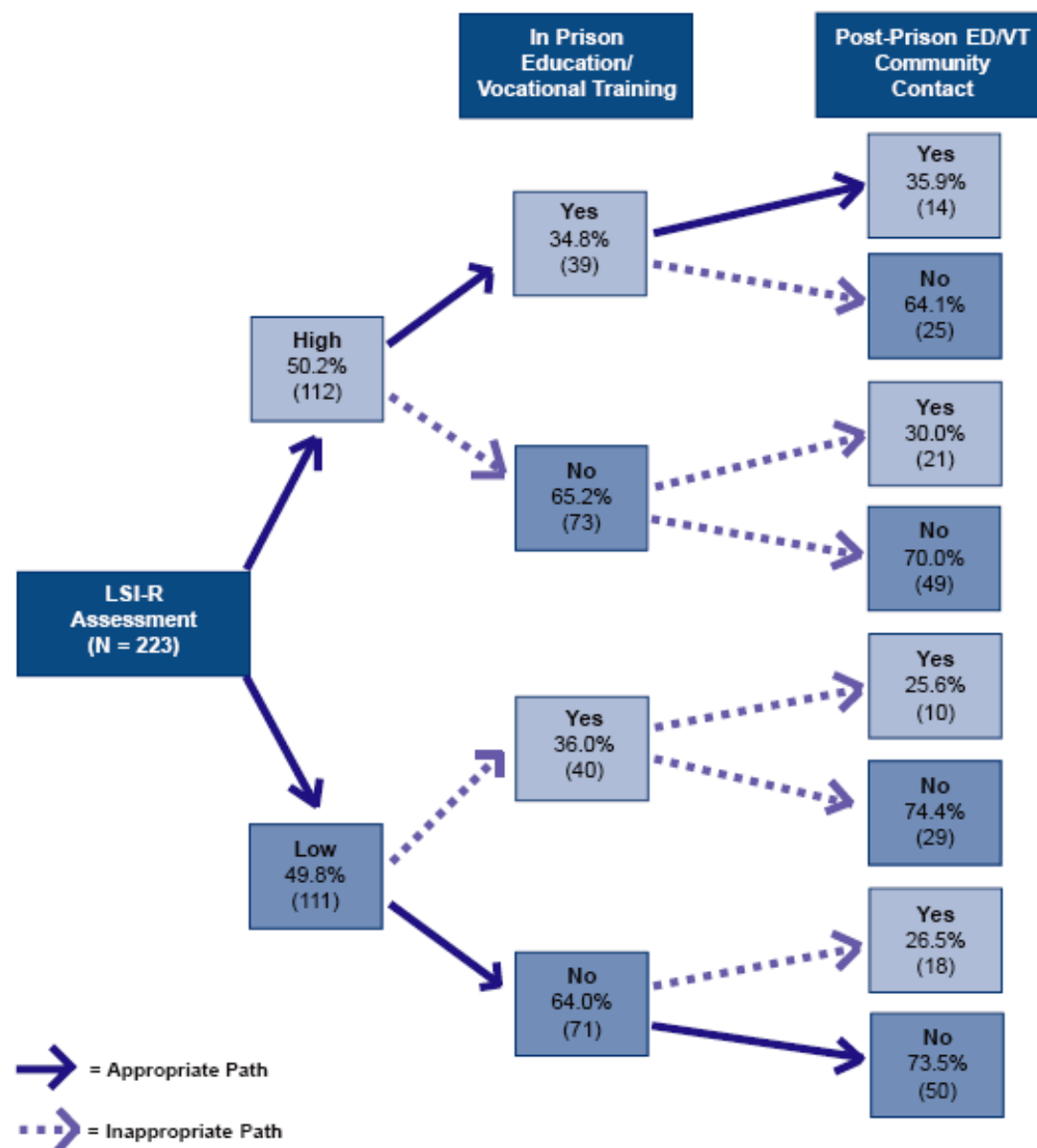
Note: Leisure/Recreation contained 1 case with missing information.

Figure 2. LSI-R assessment and substance abuse treatment matching in prison and post-prison community contacts



Note: Totals for in-prison substance abuse treatment and post-prison SA community contact columns are not equal due to missing responses contained in the prisoner survey. A total of 3 cases had missing information on the "low" path and 6 cases were missing on the "high" path. Percents are adjusted for missing information.

Figure 3. LSI-R assessment and treatment matching of prison educational and vocational services and post-prison community contacts



Note: Totals for the in prison educational or vocational training and post-prison ED/VT community contact columns are not equal due to missing responses contained in the prisoner survey. A total of 4 cases had missing information on the "low" path and 3 cases were missing on the "high" path. Percents are adjusted for missing information.



Basic Conclusions and Implications

- Released inmates were no more likely to receive programming in prison.
 - Most common institutional programs provided: Substance abuse, vocational training, victim awareness
 - Less than 20% of inmates receiving any other institutional programs
 - Less than 50% received any transitional service; only ¼ receive principle transitional program “99 days and get up”
- Little evidence of treatment matching taking place.
 - Only ½ high in need of SA TX received it; 1/3 had plans for TX after prison
 - 2/3 high in need of education/vocational, did not receive it



Evaluation Overview: Final Thoughts

- Back to the issue of the “black-box”
 - What does it mean to say the a “reentry program” was offered?
 - What was actually accomplished under the name of “reentry”?
- Can we say that this program is “supposed to work”?
That is, reduce recidivism.
- Final report offers numerous recommendations, using the eight principles of effective intervention as a guide.
- Future research involves tracking sample of offenders:
 - Assess individual factors related to recidivism
 - Interaction of individual factors with services received and expectations for release

Publications

- Haas, et al. (2005, March). *The Impact of Correctional Orientation on Support for the Offender Reentry Initiative.*
- Haas, et al. (2006, July). *Implementation of the West Virginia Offender Reentry Initiative: An Examination of Staff Attitudes and the Application of the LSI-R.*
- Haas and Hamilton (2007, May). *The Use of Correctional Practices in Offender Reentry: The Delivery of Transitional Services and Prisoner Preparedness for Release.*
- Haas, et al. (2007, Dec.). *Preparing Prisoners for Returning Home: A Process Evaluation of West Virginia's Offender Reentry Initiative.*

Available online: BJA Center for Program Evaluation

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